

School Accountability Report Card Reported for School Year 2003-04

Published During 2004-05

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site <http://www.cde.ca.gov/ta/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2003-04 school year or from the two preceding years (2001-02 and 2002-03). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2002-03.

School Information		District Information	
School Name	Lyle Egan High School	District Name	California Education Authority
Principal	Mike Jaurequi	Superintendent	Tami McKee-Sani (A)
Street	15180 Euclid Ave.	Street	4241 Williamsborough Dr.
City, State, Zip	Chino, CA 91710	City, State, Zip	Sacramento, CA 95823
Phone Number	909-606-5047	Phone Number	916-262-1500
Fax Number	909-606-5066	Fax Number	916-262-1510
Web Site	www.cya.ca.gov	Web Site	www.cya.ca.gov
E-mail Address	mjaurequi@cya.ca.gov	E-mail Address	tmckeesani@cya.ca.gov
CDS Code	40-32276-4035903	SARC Contact	Jim Cripe

School Description and Mission Statement

Lyle Egan High School is located in the Heman G. Stark Youth Correctional Facility and is one of the eight institutional schools within the California Youth Authority. This institution is located in southern California within San Bernardino County. The facility houses approximately 867 young men, whose average age is 19 years and length of stay is 8.5 months. The high school provides an education program that meets the state standards, including the areas of English Language Development, basic skills, special education and career-vocational training. Employability Skills and Pre Parole are the character education classes that are an integral part of the curriculum. Our High School also has incorporated the values of "gate to gate" thinking and planning for all of our students. We work cooperatively with the entire facility in focusing our students with the goal of pre-parole planning and successful parole strategies.

The Mission Statement of the California Education Authority (CEA): "The mission of the California Education Authority is to empower each student to become a civil, responsible, employable and knowledgeable lifelong learner."

Opportunities for Parental Involvement

Contact Person Name	Mike Jaurequi	Contact Person Phone Number	909-606-5046
Parents are encouraged to visit their sons during regular visiting hours on Saturdays, Sundays and some holidays. Parents of special education students are encouraged to participate at the Individual Education Plan meetings. Students without behavior problems are given additional visiting time.			

I. Demographic Information

Student Enrollment, by Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	0	Grade 9	201
Grade 1	0	Grade 10	122
Grade 2	0	Grade 11	144

Grade 3	0	Grade 12	105
Grade 4	0	Un-graded Secondary	0
Grade 5	0		
Grade 6	0		
Grade 7	0		
Grade 8	0		
Ungraded Elementary	0	Total Enrollment	572

Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	160	28	Hispanic or Latino	233	40.7
American Indian or Alaska Native	3	.5	Pacific Islander	29	5
Asian	10	1.8	White (Not Hispanic)	137	24
Filipino	0	0	Multiple or No Response	0	0

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	4/4/2005	Date Last Discussed with Staff	4/14/05
<p>The high school conducts quarterly fire drills in conjunction with the security section of the institution. We use the same drill for our earthquake and natural disaster plan. The notification begins from the main control center. Supervision of students during the drills is a joint responsibility between the faculty and the security team members.</p> <p>School security staff is responsible for all movement between classrooms, movements to and from school as well as searching students for contraband. All classrooms have either telephones or an intercom system to contact security in case of an emergency. All teachers have personal alarms. Safety training is ongoing for all school personnel.</p>			

School Programs and Practices that Promote a Positive Learning Environment

<p>The high school provides an education program that meets the California State curriculum standards. Many of our classes include a curriculum infused with character education, which includes value-based themes. Our High School also has incorporated the values of "gate to gate" thinking and planning for all of our students. We work cooperatively with the entire facility in focusing our students with the goal of pre-parole planning and successful parole strategies.</p>

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	2002	2003	2004	2002	2003	2004
Number of Suspensions	0	0	0	0	0	0
Rate of Suspensions	0	0	0	0	0	0
Number of Expulsions	0	0	0	0	0	0
Rate of Expulsions	0	0	0	0	0	0

School Facilities

Safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair. Description of the condition and cleanliness of the school grounds, buildings, and restrooms.

The school was built in 1959. Plant Operations has done a good job over the years maintaining the school as best as they can. All of the school is heated with steam and some of the school is cooled with swamp coolers or has no cooling at all. A budget change proposal was submitted three years ago to upgrade the heating and cooling for all rooms in the school. Within the last 10 years, all roofs have been replaced. Some of the maintenance and cleaning of the school is performed by our vocational classes.

III. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2-11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. The NRT tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English-Language Arts	0.4	0	0	3.6	4.4	5.8	32	35	36
Mathematics	0	0	0	3	6	2.5	31	35	34
Science		0	2.5	2	4.3	2.5	30	27	25
History-Social Science	0	0.6	0	6.6	2.9	4	28	28	29

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	0			NA	0		
Mathematics				NA	0	NA	
Science		NA	NA	NA	0		
History-Social Science	0	NA		NA	0		

CST – Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English-Language Arts	0	NA	0	0	NA	0	0	NA
Mathematics	0	NA	0	0	NA		0	NA
Science	2.5	NA	0	0	NA	0	0	NA
History-Social Science	0	NA	0	0	NA		0	NA

Norm Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT-6), the current NRT adopted by the State Board of Education, are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. The CAT-6 was adopted in 2003; therefore, no data are reported for 2002. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT- All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Reading	NA	4.3	2.7	13	9.47	8.24		43	43
Mathematics	NA	0	0	7	6.6	6.6		50	51

NRT- Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading				NA	0	NA	
Mathematics	0			NA	0		

NRT- Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	2.7	NA	0	0.9		6.2	1.3	NA
Mathematics	0	NA	0	0	0	0	0	NA

Local Assessment **PENDING**

Data reported are the percent of students meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
K									
1									
2									
3									
4									
5									
6									
7									
8									
9	9	6	10	5	4	5	7	5	10
10	25	21	31	20	17	20	29	23	34

11	38	27	47	26	21	30	37	26	48
12	36	30	48	23	21	25	3	24	43

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/pfi/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	NA	NA	NA				24.8	26.7	22.9
7	NA	NA	NA				29.1	31.3	27.0
9	1.3	NA	1.3	14.9		14.9	26.3	25.3	27.2

Academic Performance Index (API) **NA**

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

Statewide Rank: Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

Schoolwide API

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
Percent Tested				Percent Tested			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Statewide Rank							
Similar Schools Rank							

Lyle Egan High School is not participating in API. We are classified by CDE as an alternative school. Our data is found in the Alternative School Assessment Model (ASAM).

API Subgroups – Racial/Ethnic Groups

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
African-American				African-American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian				Asian			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Filipino				Filipino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (not Hispanic)				White (not Hispanic)			
API Base Score				API Growth Score			
Growth Target				Actual Growth			

API Subgroups – Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
API Base Score				API Growth Score			
Growth Target				Actual Growth			

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Federal Intervention Program

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional

year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

	School	District
Year Identified for Program Improvement		---
Year in Program Improvement		---
Year Exited Program Improvement		---
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Identified for Program Improvement	---	0.0

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "Yes" in the following table displaying Overall AYP Status indicates that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school or district's AYP status was approved. Additional data by subgroup show whether all groups of students in the school and district made the annual measurable objectives for the percent proficient or above and the participation rate required under AYP. Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

Overall	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---			---		

Subgroups	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---			---		
African American	---			---		
American Indian or Alaska Native	---			---		
Asian	---			---		
Filipino	---			---		
Hispanic or Latino	---			---		
Pacific Islander	---			---		
White (not Hispanic)	---			---		
Socioeconomically Disadvantaged	---			---		
English Learners	---			---		
Students with Disabilities	---			---		

IV. School Completion (Secondary Schools)

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. When implemented, the data will be disaggregated by special education status, English language learners, socioeconomic status, gender, and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9-12 dropouts divided by grades 9-12 enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Enrollment (9-12)	632	555	580	4752	5058	3861	1735576	1772417	1830664
Number of Dropouts	0	0	0	0	0	0	47899	48210	58493
Dropout Rate (1-year)	0	0	0	0.0	0.0	0.0	2.8	2.7	3.2
Graduation Rate	100	100	100	100	100	100	86.7	87.0	86.7

Formula does not fit CEA schools, enrollment is required for all non-graduate students.

V. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level, as reported by CBEDS.

[illegible]

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Subject	2002				2003				2004			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	17.7	4	0	0	18.6	5	0	0	16.5	2	0	0
Mathematics	15.6	2	0	0	17.8	1	0	0	15.0	1	0	0
Science	17.5	2	0	0	21.5	1	0	0	16.5	1	0	0
Social Science	17.9	4	0	0	20.5	4	2	0	17.1	3	0	0

Class Size Reduction

California's K-3 Class Size Reduction Program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2002	2003	2004
K			
1			
2			
3			

VI. Teacher and Staff Information

Core Academic Courses Not Taught by NCLB Compliant Teachers

The No Child Left Behind Act (NCLB) requires that all teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

For a school, the data reported are the percent of a school's classes in core content areas not taught by NCLB compliant teachers. For a district, the data reported are the percent of all classes in core content areas not taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district.

	School	District
This School	0.0%	---
All Schools in District	---	
High-Poverty Schools in District	---	
Low-Poverty Schools in District	---	

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1". If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2002	2003	2004
Total Teachers			45
Teachers with Full Credential			45

Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)			1
Teachers in Alternative Routes to Certification (district and university internship)			0
Pre-Internship			0
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)			0
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)			0

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

	2002	2003	2004
Misassignments of Teachers of English Learners	---	---	0
Total Teacher Misassignments	---	---	0

Teacher Education Level

Data reported are the percent of teachers by education level.

	School	District
Doctorate	3.8	2
Master's Degree plus 30 or more semester hours	19.3	23
Master's Degree	15.4	12
Bachelor's Degree plus 30 or more semester hours	17.3	38
Bachelor's Degree	11.5	6
Less than Bachelor's Degree	32.7	19

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

	2002	2003	2004
Vacant Teacher Positions	---	0	0

Teacher Evaluations

Teachers are evaluated a minimum of one time per year. The evaluation process involves direct classroom observation by an assistant principal or site principal. A standard rubric of classroom observation is used during the evaluation period. The evaluation is intended to be a cooperative effort with the teacher describing the students and curriculum as well as a description of the various strategies used to help the students achieve. Evaluations also include a review of classroom operations, student files, grading and student attendance.

Substitute Teachers

Substitute teachers are either permanent intermittent teachers or temporary appointment teachers. All have a minimum of a 30-day emergency teaching permit, passed the CBEST, and have undergone the CEA background check. For the 2004-2005 school year the high school plans to hire a minimum of six substitute teachers.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Counselor	0
Librarian	1
Psychologist	2
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	3
Other (paraprofessionals- teaching assist.)	8

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0	0

VII. Curriculum and Instruction

School Instruction and Leadership

The teachers have received training in the use of cooperative learning as well as specifically designed instruction for students of second language. The teachers in the literacy classes have also received implicit instruction on strategies in the classroom to ensure that students are gaining reading comprehension, developing oral reading skills and writing skills. Lyle Egan High School has attained accreditation from the Western Association of Schools and Colleges. The school has a site-based leadership team that provides guidance and communication related to achieving the school wide goals.

Professional Development

Lyle Egan High School has an alternate schedule day each week. On these days, teachers only have students ½ day. During the other ½ day without student contact, teachers are allowed to schedule off site professional development. The school also provides scheduled professional development activities during this time. Additionally, teachers and faculty members can seek continuing education by attending conferences, SELPA activities and training sponsored by CEA.

Quality and Currency of Textbooks and Other Instructional Materials

The textbooks for all classrooms have been purchased within the past five years. New this year is the English Language Arts curriculum. Two years ago all social science and science curriculum was updated to meet state standards. Three years ago all mathematics materials were updated to meet state standards. During the 2004-05 school year we will be upgrading student computers in all classrooms. These computers will be on a student network.

Each year there is a site-specific budget process that allows for the faculty to prioritize spending for curriculum and supplementary supplies. Local decision-making is done by the School Leadership Team to prioritize spending for classroom materials. Additionally, the CEA purchases for the district new materials.

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

The availability of sufficient standards-aligned textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of

Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science; foreign language and health; and science laboratory equipment for grades 9 to 12, inclusive, as appropriate.

We have sufficient standards-aligned textbooks and other instructional materials for each pupil. We are in the process of purchasing additional standards-aligned instructional materials.

Instructional Minutes

The California *Education Code* establishes a required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K		36,000
1		50,400
2		50,400
3		50,400
4		54,000
5		54,000
6		54,000
7		54,000
8		54,000
9	64,800	64,800
10	64,800	64,800
11	64,800	64,800
12	64,800	64,800

Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	244	180 days
10	244	180 days
11	244	180 days
12	244	180 days

Total Number of Minimum Days

During the 2003-04 school year Lyle Egan High School had 52 half minimum school days.

VIII. Post-Secondary Preparation (Secondary Schools)

Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB classes. The data for Fine and Performing Arts include AP Art and AP Music, and the data for Social Science include IB Humanities.

Subject	Number of Courses	Number of Classes	Enrollment
Fine and Performing Arts	0	0	0
Computer Science	0	0	0
English	0	0	0
Foreign Language	0	0	0

Mathematics	0	0	0
Science	0	0	0
Social Science	0	0	0

Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission (a duplicated count) by the total number of students enrolled in all courses (also a duplicated count).

Number of Students Enrolled in All Courses	Number of Students Enrolled in Courses Required For UC and/or CSU Admission	Percent of Students Enrolled in Courses Required For UC and/or CSU Admission
0	0	0

Graduates Who Have Completed All Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for UC and/or CSU admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number Of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
0	0	0

SAT I Reasoning Test

Students may voluntarily take the SAT test for college entrance. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation. Detailed information regarding SAT results may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/sp/ai/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Grade 12 Enrollment									
Percent of Grade 12 Enrollment Taking Test	0	0	0	0	0	0			
Average Verbal Score	-	-	-	-	-	-	-	-	-
Average Math Score	-	-	-	-	-	-	-	-	-

College Admission Test Preparation Course Program

Lyle Egan High School does not have a college admission test preparation course.

Degree to Which Students Are Prepared to Enter Workforce

Students at Lyle Egan High School are involved in a pre-parole program. Students also complete character education classes required to graduate. As a part of their parole students are asked to develop a plan that includes employment and future education that can be completed while on parole. All special education students have a transition plan as a part of their Individual Education Plan. Currently, the school is beginning to address the transition plan for students qualified under the Title I guidelines.

Enrollment and Program Completion in Career/Technical Education (CTE) Programs

Data reported are from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2002-2003 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Secondary CTE Students			Grade 12 CTE Students		
Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate
360	0	0	0	0	0	0

IX. Fiscal and Expenditure Data

County offices of education are not required to report average salaries and expenditures. The California Department of Education's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

Average Salaries (Fiscal Year 2002-2003)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code Section 41409*. Detailed information regarding salaries may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0203.asp>.

	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	42,860.00	48,450.00
Mid-Range Teacher Salary	58,656.00	67,452.00
Highest Teacher Salary	67,512.00	86,454.00
Average Principal Salary (Elementary)	NA	NA
Average Principal Salary (Middle)	NA	NA
Average Principal Salary (High)	77,772.00	90,200.00
Superintendent Salary	106,248.00	128,194.00
Percent of Budget for Teacher Salaries	95%	
Percent of Budget for Administrative Salaries	1%	

Expenditures (Fiscal Year 2002-2003)

Data reported are total dollars expended in the district and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/ec/>.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars Per Student (ADA)	Dollars Per Student (ADA)
\$46,595,000.00	0	0	0

Types of Services Funded

Title 1/ESEA - Neglected and Delinquent
 Title 3/ELL
 Carl Perkins/Part A - State Leadership
 Carl Perkins/Part B - Secondary Education
 Workforce Investment ACT – Adult Education, Family Liteacy
 Special Education/IDEA Part B
 Library-Media Program
 Prop 98/General Fund
 Lottery – State Special Fund